DOCUMENT RESUME

ED 271 406 SP 026 886

AUTHOR Ryan, Joseph F.; And Others
TITLE Action Planning for Educational Reform in Missouri: Public Schools and Colleges of Education Helping One Another.
PUB DATE Nov 85
NOTE 7p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (Denver, CO, November 22-26, 1985).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS College School Cooperation; *Cooperative Programs; *Educational Cooperation; *Educational Improvement; Elementary Secondary Education; Higher Education; State Legislation; *Teacher Education

ABSTRACT

"The Excellence in Education Act of 1985" recently passed by the Missouri General Assembly provides incentives for school districts and other institutions to encourage programs that emphasize business-education partnerships, school improvement councils, parent participation proposals, instructional improvement projects, and other school improvement projects. Recommendations have been made to colleges of education to require of their teacher candidates: (1) clinical (school-based) instructional expertise; (2) excellent teachers to serve as role models; (3) adequate supervision specific to skill attainment; and (4) opportunity to interact with professional personnel in the total school community. Assistance to school districts in the planning and implementation of action plans for reform include these components: (1) preparing principals to be instructional leaders; (2) developing a performance-based teacher evaluation system; (3) providing for career ladders; and (4) planning and implementation of a school-wide discipline plan. This paper lists selected provisions of the state bill relating to both the public schools and the colleges or schools of education. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED271406

ACTION PLANNING FOR EDUCATIONAL REFORM IN MISSOURI:

PUBLIC SCHOOLS AND COLLEGES OF EDUCATION HELPING ONE ANOTHER

A Program Presentation Proposal

for

The Annual Meeting

of the

National Council of States on Inservice Education

Denver, Colorado

November 22-26, 1985

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Ryan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Joseph F. Ryan, Ph.D.
Dean, College of Education
Northwest Missouri State University
Maryville, Missouri

Roland H. Tullberg, Ph.D.
Superintendent of Schools
Maryville R-II School District
Maryville, Missouri

Dr. James W. Raulsten, Ed.D.
Superintendent of Schools
Clinton County R-II School District
Plattsburg, Missouri

SP 026 886

ABSTRACT

Content

The recent passage of House Bill No. 463 by the Missouri 83rd General Assembly, an act appropriately named, "The Excellence in Education Act of 1985," has provided controversy not unlike the debates following legislation and governors' decrees in other states aimed at educational reform. The Missouri bill resembles those of other states in that it provides incentives for school districts and other institutions to encourage programs that emphasize business-education partnerships, school improvement councils, parent participation proposals, instructional improvement projects and other school volunteer projects. Naturally, there is another common thread running through the Missouri legislation that links it to the reform movement; there are limited resources to accomplish the goals and the time limits for implementation are unrealistic: Many of the provisions recounted in the Act must be in place by the fall of 1986. Consequently, Missouri school districts, particularly those rural districts without central office specialists, are scrambling to get aboard the excellence bandwagon but lack the resources--financial, human and otherwise--to do so without a great deal of hardship. Among several recommendations the following are included:

1. Requiring school districts, as a condition for accreditation, to develop formal plans for inservice training, curriculum design activities and other professional development opportunities for teachers.
2. Establishing a "career ladder" plan for classroom teachers. This program should establish categories such as "regular," "senior" and "master" classroom teacher.
3. Encouraging school districts to issue 10- or 11-month teaching contracts in order to provide out-of-class time for professional development, curriculum review and other activities contributing to instructional improvement.[1]

Colleges of education are required to alter their practices, also; a few of the recommendations include the following:

1. Modifying the teacher education curriculum to include significant instruction about the knowledge, teaching skills and behaviors upon which future teachers will be evaluated.
2. Requiring teachers to complete a one-year internship in a regular classroom teaching position, under the guidance of a skilled teacher, before being issued a standard teaching certificate.
3. Recommending changes in certification standards or teacher training programs to assure that teachers receive necessary preservice instruction.
4. Modifying the curriculum for prospective school administrators to provide much greater emphasis on personnel management and supervision, and especially on clinical supervision of classroom teachers.[2]

While many of the public school districts lack the professional expertise to strengthen their inservice capabilities, colleges of education are hard pressed to provide the clinical experience necessary to ensure a performance-based preservice program, i.e., a concentrated period of study in an area of expertise; socialization to the profession through intensive work and discussion with other trainees and professionals; an apprenticeship with a clinical professor; and an opportunity to apply professional skills in a variety of settings.[3]

Instead of wringing one's hands over the implications inherent in such legislation, northwest Missouri school districts and Northwest Missouri State University's College of Education professionals are building networks to provide an opportunity for a systematic approach to solving many of the problems common to each.

Colleges of education require the following for their teacher candidates:

1. Clinical (school based) instructional expertise.
2. Excellent teachers to serve as role models.
3. Adequate supervision specific to skill attainment.
4. Opportunity to interact with professional personnel in the total school community.

School districts require assistance in the planning and implementation of action plans for reform, whose components include:

1. Preparing principals to be instructional leaders.
2. Developing a performance-based teacher evaluation system.
3. Providing for career paths reflective of a multi-level career ladder with accompanying criteria and performance evaluation.
4. Planning and implementation of a school-wide discipline plan.

A systematic approach, i.e., professional personnel in public schools, colleges and universities working together in order to expand inservice training opportunities, to allow for staff-exchange activities and to enrich clinical training experience for prospective teachers, is the cornerstone for such a collaborative effort.

Northwest Missouri State University and neighboring school districts have taken the first step in forging such a partnership. As a result, each is establishing goals and working together in order to achieve Missouri's "Reach for Excellence."

Listed below are selected provisions of Missouri's "Reach for Excellence," House Bill 463. On the left are those elements relating to public schools; on the right are those pertaining to higher education, i.e., colleges or schools of education.

Public School	College(s) of Education
Suitable topics for obtaining funds may include, but not limited to: 1. Teacher aides to assist in classrooms in grades K-3; 2. Business/education partnerships; 3. Extended contracts for teachers and administrators; 4. School improvement councils; 5. Improved attendance plans; 6. School volunteer projects; 7. Parent participation programs; 8. Instructional improvement projects; 9. Writing programs; 10. Higher technology projects; 11. Advanced placement programs; and 12. Opportunity classes for children who are at risk in reading and math in grades 1, 2, and 3.	Preservice assessment shall include classroom achievement, practicing teacher evaluation and observation, successful participation in assessment center, interviews, tests, and other evaluation measures. An unsatisfactory assessment will result in nonissuance of a certificate. Any costs associated with the entry-level test or exit assessment shall be borne by the institution. Teacher education programs shall require their faculty to further their professional development by direct involvement in the public schools on a periodic basis. Beginning teacher assistance programs shall include the following provisions:

Public School

A career ladder program is established to include teachers, librarians and guidance counselors to be in effect no later than 9/1/86. The career ladder plan is a matching fund program of variable match rates.

The department shall develop a model career plan which shall be available to local districts. The model plans shall contain:

1. Three steps or stages of career advancement;
2. Detailed procedure for admission into the program;
3. Specific criteria for career step qualifications and attainment;
4. Be consistent with the teacher certification process;
5. Provide that teachers shall become eligible to apply for the career plan after 5 years of teaching in Missouri public schools; and
6. Provide procedures for appealing decisions.

College(s) of Education

1. Districts will have a plan of professional development for the first two years of any inexperienced teacher. The plan shall include assistance from a professional development committee who shall oversee the activities necessary for all professional development of both beginning and experienced teachers. The members shall be selected by the teachers of the district.
2. Such programs shall include assistance from the teacher education program which provided the teacher's training (if done in Missouri).

Practicing teacher assistance shall include programs of professional development and district-provided inservice opportunities.

References

1. Reaching for Excellence: An Action Plan for Educational Reform in Missouri (Jefferson City, Missouri: Missouri State Board of Education, 1984), pp. 15-16.

2. Ibid., pp. 14-15.

3. David L. Clark, "Better Teachers for the Year 2000: A Proposal for the Structural Reform of Teacher Education," Phi Delta Kappan, October, 1984, p. 117.